

Reflection on Bilingual Issues Web Conferences- Jan. 2011 & Feb.2011

These web conferences were for speech language pathologists who work with bilingual students. The first conference targeted speech and articulation development in bilingual students and the second conference targeted typical language development in bilingual students. These conferences were extremely informative and provided great information on true speech and language impairments versus cultural differences that all speech pathologists should be familiar with. The presenters discussed many characteristics that second language learners exhibit and discussed strategies that are helpful for their learning. Solomon & Schrum (2007) discussed some of the same strategies as well as Web 2.0 technologies (such as blogs and podcasts) that can be used to enhance the learning of both second language learners and learning disabled students.

Before this training, I had never been part of a work-related web conference. The conference consisted of speech-language pathologists from across the state of Texas. Each group of participants had a microphone and a camera that were used to listen to and speak with the presenters. It was easy to see who the technology savvy participants were and who the novices were. The participants not comfortable with the technology did not know how to mute their microphones and would make comments before speaking such as "Is this thing on? Hello!" Participants who were more familiar with the technology simply introduced themselves and proceeded with asking their questions. By the end of the second conference, all participants were familiar with the technology and eager to participate. The technology encouraged the participants to be more interactive, which has been proven to improve outcomes (Page, 2002).

I enjoyed participating in these web conferences as they were extremely informative and convenient. Due to logistics, I would not have been able to attend this training if the web option was not available.

Participating in this web conference helped me to meet the standards relating to applying technology to enhance and improve personal productivity and professional practice; promoting the development and implementation of technology infrastructure, procedures, policies, plans, and budgets for PK-12 school; and contributing to the shared vision for campus integration of technology and fostering an environment and culture conducive to the realization of the vision (Williamson & Redish, 2009).

References

- Page, M. (2002). Technology-enriched classrooms: Effects on students of low socioeconomic status. *Journal of research on technology in education*, 34(4), 389-409.
- Soloman, G., & Schrum, L. (2007). *Web 2.0 new tools, new schools*. Washington, D.C.: International Society for Technology in Education.
- Williamson, J., & Redish, T. (2009). *ISTE's technology facilitation and leadership standards*. Washington, D.C.: International Society for Technology in Education.